1. **Title of the module**

FREN3380 (FR338) – Texts and Contexts 2

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities (MLL)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA French (Single & Joint Honours);

Also available as an elective (wild) module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate an appreciation of a range of cultural products in French from the 20th and 21st centuries (literary fiction, genre fiction, political documents, memoirs, film);

8.2 Demonstrate analytical skills for the study of literary texts in a variety of genres, and for linking cultural products to their social, historical and political contexts;

8.3 Demonstrate their skills relating to close reading and evaluation of literary texts and of images;

8.4 Plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts

8.5 Participate in discussion about cultural production and its contexts, make their own contributions to the discussion and listen to and respect the contributions of others;

8.6 Demonstrate their ability to communicate effectively.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate their ability to communicate effectively;

9.2 Write cogent, well-constructed essays supported by textual evidence;

9.3 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study;

9.4 Undertake independent research in the library collections and using appropriate academic databases online.

9.5 Present information orally in a structured and coherent manner.

1. **A synopsis of the curriculum**

This module, which covers the period from World War I to the present day, examines some of the major historical, cultural, social, political and literary movements of France and its former colonies during this era. Close textual analysis will be combined with study of the texts’ various contexts: the module encourages students to analyse cultural artefacts in connection with the historical, social and cultural discourses and contexts within which they were produced. The choice of primary materials covers a wide variety of genres: fiction, political texts, cultural criticism, popular song, film. Students will learn to adopt critical strategies to analyse all of these sources, and to reflect on moments of major historical and cultural significance in the development of contemporary France. Events such as the Second World War, the formation of the 5th Republic, North African and South-East Asian decolonisation and contemporary debates about ‘laïcité’ (the particular form of institutional secularism operative in France) will be analysed as they are represented in the chosen primary texts. Students will be encouraged to consider questions of identity – and their mediation through cultural production – in France and in the Francophone world more generally, thinking through the stereotypes often used to characterise nations, their citizens or colonial subjects, and their history.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barthes, Roland (2007) [1956] *Mythologies*. Paris: Seuil ; (2009) *Mythologies*, trans. by Annette Lavers. London: Vintage.

Cantet, Laurent (2008) *Entre les murs* [film] ; *The Class* [film].

De Gaulle, Charles (1946-58). Selected speeches 1946-1958 (‘le Discours de Bayeux’ etc.) [available online in French and English at www.charlesdegaulle.org]

Gainsbourg, S., Brassens, G., Brel, J., Vian, B. [1950s and 1960s]. Selected chansons [available online]

Guène, Faïza (2004). *Kiffe kiffe demain*. (Paris: Poche) ; (2006) *Just Like Tomorrow*. London: Random House.

Sebbar, Leïla (ed.) (2001), *Une enfance algérienne*. Paris: Gallimard ; (2001) *An Algerian Childhood*. St Paul, MN: Ruminator.

St-Exupéry, Antoine de (1973) [1929]. *Courrier Sud*. Paris: Gallimard; (2000) *Southern Mail/Night Flight*. London: Penguin.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay Plan (500 words) – 20%
* Essay (2,000 words) – 60%
* Screencast/Presentation – 20%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  |  |  |  |  |  | **x** |
| Lecture | **x** | **x** |  |  | **x** |  |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay Plan | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  |
| Screencast/Presentation | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |  | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Internationalisation is incorporated into the assessment methods of this module, as students have the option to be assessed through French or English for the presentation and the essay. The content of this module is also international, as it looks at the cultural history of France in the twentieth and twenty-first centuries through examination of texts and contextual materials that can be read in either French or English.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/02/16 | Major | January 2017 | 6, 8-13 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Jan 2018 |